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Except for the different guest lectures and the increase in library supplies, the format and information of the 1964 bulletin is identical to the 1962 and 1963 bulletins. Intellectually able secondary school students applied for the Institute. Courses offered were not for credit but as a supplement to the regular curriculum. A small tuition was paid for the one course chosen.

The courses offered included English Composition and Literature, Beginning Chinese, Advanced Chinese, German, Japanese, Beginning Russian, Topics in Modern Mathematics, Modern Algebra, Astronomy, Introduction to Biology, Advanced Chemistry, Earth Science, Physics, Behavioral Science, Economics, History of East Asia, Political Philosophy, and Urban Revolution. There was also a rapid reading program as well as a lecture series and a college day.

Evaluation of students and student reaction showed progress and enthusiasm.

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1964 ANNUAL REPORT

THE MARK TWAIN SUMMER INSTITUTE

7530 Maryland Avenue, Clayton, Missouri

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ARTS AND EDUCATION COUNCIL

THE MARK TWAIN SUMMER INSTITUTE

1964 Session

June 15 - July 24

The Mark Twain Summer Institute is an independent, non-profit organization that has been made possible by the financial support of The Danforth Foundation, The Spirit of St. Louis Fund, The Greater St. Louis Arts and Education Council, contributions from certain individuals, corporations, and foundations, and the Clayton Board of Education, which has made numerous facilities available.

Inquiries should be addressed to The Director, Mark Twain Summer Institute, 7530 Maryland Avenue, Clayton, Missouri 63105. (PArkview 6-2550, Station 37)

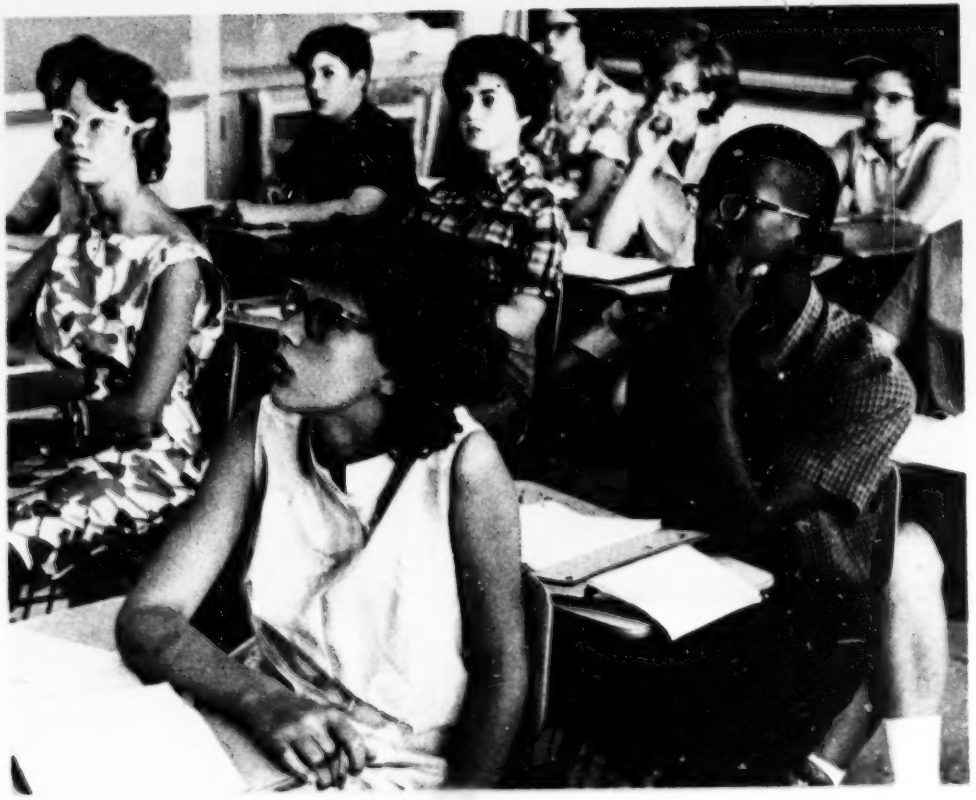
Robert F. Lemen, Director
Mrs. Glenn Ogle, Executive Secretary

TABLE OF CONTENTS

Foreword 4
Student Recruitment and Selection 6
Staff and Curriculum for 1964 8
Rapid Reading Program 9
Library Materials 10
The Daily Schedule and Routine 10
The Lecture Series 11
College Day 11
Special Events and Activities 12
The Institute and Teacher Education 13
Evaluation of the Session 14
Student Reaction 17
Summary 19
1964 Board of Directors 20
1964 Faculty 21
Administration 21
Intern-Teachers 22
Financial Statement 22
Contributors to 1964 Scholarship Fund 24

FOREWORD

Students in the Modern Algebra class listening to a lecture. In the foreground are Shelley Nelson from Dewey School, St. Louis, and Veo Peoples from O'Fallon Technical High School. *(Photo by Robert Lemen)*



The Mark Twain Summer Institute is the outgrowth of a proposal advanced by Mr. Francis V. Lloyd, Jr., former Superintendent of the School District of Clayton, for the establishment of an educational institution which would supplement the efforts of the secondary schools in the greater St. Louis area in meeting the needs of academically able students. A part of the original proposal was the recognition of the fact that in such an educational institute the teachers would have a unique opportunity to explore and develop teaching techniques by which able students could be challenged. In addition, it was proposed that an "intern-teacher" program should be developed to interest well-qualified potential secondary school teachers in entering and remaining in the teaching profession.

Dr. Robert J. Schaefer, former director of the Graduate Institute of Education, Washington University, collaborated with Mr. Lloyd in the development of the plans for a summer institute. After detailed plans for the institute were prepared, they were presented to The Danforth Foundation. In the spring of 1958 the actual initiation of the project was made possible by a three-year grant totaling $38,125.00 from The Danforth Foundation.

In September of 1958 the Mark Twain Summer Institute officially came into being with the election

of a Board of Directors composed of interested and capable educators and lay citizens. Mr. Morris Glaser was elected the first president of the Mark Twain Institute Board of Directors. Mrs. Glenn Ogle was appointed Executive Secretary.

Plans were developed for the first session of the Institute, which was held from June 15, 1959, to July 24, 1959. A total of 232 students from 62 different secondary schools were enrolled in the eleven courses that were offered. Mark Twain has increased in size each year and in the summer of 1964 had 465 students from 116 schools enrolled in 24 classes.

The Director of Mark Twain in 1959 was Dr. Robert D. Snyder. Mr. Robert F. Lemen, Principal of the Wydown School, Clayton, has served as Director of Mark Twain from 1960 to date.

The Institute has been operated with the following basic policies as established by the Board of Directors:

(a) The courses offered would be designed primarily to supplement and not to duplicate the existing secondary school curriculum.

(b) The courses offered would not be for credit.

(c) Each student would enroll in only one course.

(d) The tuition fee for the 1959 session would be $40.00. This fee was increased to $50.00 for the sessions held from 1960 to 1962 and $60.00 for 1963 and 1964. An application fee of $2.00 was instituted in 1961.

(e) Tuition aid on the basis of need would be available.

(f) Each student would be selected solely on the basis of his individual merit. Race, religion, and place of residence would have no bearing in the matter of selection.

(g) Academically able secondary school students in public, private, and parochial schools would be encouraged to make application.

(h) The Institute would assemble a faculty of eminently qualified teachers — individuals who have demonstrated a thorough knowledge of their subject and a high degree of teaching skill.

In 1961 Mark Twain became a member agency of, and received financial support from, The Spirit of St. Louis Fund, an organization created to further the development of cultural and educational organizations in the St. Louis area. It is now a fund member of The Greater St. Louis Arts and Education Council, successor to The Spirit of St. Louis Fund.

STUDENT RECRUITMENT and SELECTION

Two students in the Advanced Chemistry class, Cathy Kummer from Lutheran High School, Central, and Robert Oelschlaeger from St. Charles High School. *(Photo by Robert Lemen)*

One of the major problems was to make sure that all academically able secondary school students in the greater St. Louis area be informed of the opportunities offered by the Mark Twain Summer Institute. Newspapers, television, radio, and other media of communication were used for this purpose. Also, every effort was made to acquaint local superintendents, junior and senior high school principals, guidance personnel, and teachers with the program. The cooperation of these local educators proved to be of inestimable value in contacting able students.

The applications of 645 students from 127 different schools were received by the end of January for the session of 1964. High school principals were especially cooperative in making available a transcript of each applicant's high school record and a recommendation from school personnel.

As part of the selection criteria, an abilities screening test was given to 480 applicants. One hundred and fifty-five of the applicants had attended one or more previous sessions and were not required to take the test again. The screening test contained a section which is indicative of a student's ability to succeed in those fields which require proficiency with language and facility of expression, as well as a section which measures ability to deal with the type of material covered in technical curricula. This screening test was given

in February of 1964 by a team of trained test examiners working under the direction and supervision of Mrs. Norma Lee Lucas, former Director of Special Education in the School District of Clayton, and presently Administrative Assistant at Mary Institute. Five test sessions were necessary to screen the applicants. In order to secure maximum objectivity, guidance, and administrative values, Mark Twain had the Educational Records Bureau score the screening test and report the results. The Bureau was asked to furnish equivalent intelligence quotient scores and to rank the students — on the basis of total scores — in the order of their percentile rank for their grade level.

The scores indicated that we had again tested a group of very capable students. It is significant that the medians of the grade groups were high in relation to the corresponding independent school norms. Of the entire group of 480 pupils tested, 209 ranked within the top quarter of the independent school distribution. A total of 89 pupils had total score percentiles of 90 and above. The median Otis Equivalent IQ of the group tested was found to be 130.

An evaluation of the screening test results and the consideration of the student's school record and recommendations from school personnel served as the basis for selection of students for participation in the 1964 session. The Committee on Admissions made every effort to select the best students.

The sixth session of the Mark Twain Summer Institute opened on June 15, 1964, with an enrollment of 465 academically able boys and girls from 116 public, private, and parochial secondary schools in the St. Louis metropolitan area. The 465 students were scheduled in 24 classes. All classes were held at Clayton High School except the Astronomy class, which was held at the McDonnell Planetarium, and the Art Form and Earth Science classes, which were held at Washington University.

Distribution of the students by grades: 33 Eighth grade, 149 Ninth grade, 143 Tenth grade, 127 Eleventh grade, and 13 Twelfth grade. There were 222 boys and 243 girls. One hundred and two of the students had attended one previous session, 24 students had attended two of the earlier sessions, and two students had attended three previous sessions. Full tuition aid was given to 26 students and partial tuition aid to 103 students. This tuition aid was made possible primarily by the Greater St. Louis Arts and Education Council. Parents of students who indicated they could pay the full tuition were asked to contribute as much as possible of the difference between the tuition fee of $60.00 and the total cost per paying student, $115.00. A list of those parents making a contribution above the tuition fee and other individuals and organizations giving to the 1964 Scholarship Fund is given on page 24.

STAFF and CURRICULUM

Writing Chinese characters on the blackboard are William Brown from Pattonville High School and Joe Gelles from University City High School, students in the Advanced Chinese class. *(Photo by Robert Lemen)*

The four *English Composition and Literature* classes were taught by William Hoetker (Clayton High School), Blandford Jennings (Mary Institute), John I. Knoepfle (Maryville College), and David W. Read (Mary Institute). The *Beginning Chinese* class was taught by Dr. Stanley Spector (Washington University) and the *Advanced Chinese* by Betty Yue (Washington University). The class in *German* was taught by Helen Weis of Horton Watkins High School. Atsuko Masuda Marohn taught the class in *Japanese*. The two *Beginning Russian* classes were taught by Nadia Danett of Country Day School and Rosalia Rosenbaum of University City High School. Students interested in advanced mathematics were enrolled in *Topics in Modern Mathematics*. This class was taught by George J. Brucker from Webster Groves High School. Mathematics students who had just finished the ninth grade took *Modern Algebra*. The two classes of *Modern Algebra* were taught by Robert R. Beckerle (Cleveland High School) and Robert Wendt (Clayton High School). Kent A. Feltz, Jr., from the staff of the McDonnell Planetarium taught the *Astronomy* class. Students interested in *Introduction to Biology* had, as their teacher, Pat Brock from Normandy Junior High School. The teacher in the *Advanced Chemistry* class was Joseph Hale (University City High School). Dr. Harold L. Levin (Washington University) taught the *Earth Science* class. The students

enrolled in *Physics* were taught by Dr. Fred J. Giessow from Mary Institute. Students interested in art were scheduled in the *Art Form* class with Edward E. Menges of St. Louis City-County Junior College. The class in *Behavioral Science* was taught by Dr. Lawrence E. Nicholson (Harris Teachers College). Reginald W. Heys (Clayton High School) taught the class in *Economics*. The teacher in the *History of East Asia* course was Gerald Barthel of Clayton High School. Richard W. Burke (Horton Watkins High School) was the teacher in the class in *Political Philosophy*. Dr. William Moore (Principal, Carver School, St. Louis) taught the class in *Urban Revolution*.

Conducting an experiment in the Physics class are Tom Furmanek from Assumption High School, East St. Louis, Jean Dow from Southwest High School, and Tom O'Brien from Mehville High School. *(Photo by Robert Lemen)*

RAPID READING PROGRAM

The reading program, which was offered in the five previous sessions and was found to have been quite successful, was made available to the students of the 1964 session. Dr. J. R. Verby (Assistant Principal of Webster Groves High School) was the instructor in this program.

Ninety-seven students were enrolled in the 1964 Rapid Reading classes. There was a fee of $5.00 for all students except those who were receiving tuition aid and who requested that the aid cover this charge. Participation in the program was on a voluntary basis.

One class met on Monday and Wednesday afternoons from 1:00 to 2:30; another class met on Tuesday and Thursday afternoons from 1:00 to 2:30; the third and most advanced group was scheduled for Friday afternoons from 1:00 to 3:00. The students showed a marked improvement in reading ability. Additional information concerning their reading improvement can be found in the evaluation section of this report.

LIBRARY MATERIALS

As in the previous five years, Clayton High School Library was the chief source of books needed by Mark Twain Institute students. Eleanora Baer (Clayton High School) served as librarian.

The library was kept open all morning during the session for use by individual students or entire classes. The library was also open in the afternoons to accommodate students wanting to read and study.

Each year the Institute purchases a substantial number of reference books which are placed in the Clayton High School Library for use during the summer session and also during the regular school year. For the 1964 session 83 books were added. Since 1959, when the Mark Twain Summer Institute started, a total of 530 reference books have been purchased.

Students made use of the Clayton Public Library, Washington University Library, Saint Louis University Library, the St. Louis Public Library, and their own community libraries.

DAILY SCHEDULE and ROUTINE

The 1964 session ran from June 15 to July 24. Classes were in session five days of the week, Monday through Friday, from 9:00 a.m. to 12:30 p.m. This block of time was generally divided into two periods. The first period was from 9:00 to 10:30, and the second period ran from 10:50 to 12:30. In most classes the first period was used for lectures and general class discussion, and the second period was used for individual project activity and research. There was a twenty-minute "break" between the periods.

During an informal moment in the Political Philosophy class are Mary Anne Deutsch from St. Joseph's Academy, Jon Aronson from Wydown Junior High School, Clayton, Thomas Simmons from St. Louis University High School, and Polley Ott from Kirkwood High School. *(Photo by Robert Lemen)*

LECTURE SERIES

The four student assemblies featured outstanding speakers representing a variety of fields of interest. The following programs were very well presented and received:

Dr. Barry Commoner, Professor of Plant Physiology at Washington University, "Is Science Getting Out of Hand"

Dr. Merrimon Cuninggim, Executive Director, The Danforth Foundation, "How to Get a Major Fellowship"

Mr. Ismail Ambia, in charge of the Embassy of Malaysia, Washington, D.C., "Malaysia: Its Culture and Problems"

Mr. William M. Schatzkamer, Professor of Music, Washington University, "Golden Age of the Piano"

Student reaction to the lecture series was very favorable. According to the student questionnaire given at the close of the session, students indicated that the lecture series was a very worthwhile feature of the summer session and should definitely be continued.

COLLEGE DAY

One of the significant features of the session was College Day, July 9, 1964, which provided college admissions officers with the opportunity to contact a very select group of students.

In the afternoon of College Day, a series of three thirty-minute conference periods was arranged, enabling each student to confer with the representatives of the colleges in which he was particularly interested. It should also be noted that students were given the opportunity, by means of a questionnaire, to participate in the selection of the colleges to be invited.

Representatives from the following thirty-five institutions were present at the 1964 College Day:

Amherst College
Antioch College
Bryn Mawr College
Carleton College
Cornell College
Cornell University
Dartmouth College
Drake University
Duke University
Fontbonne College
Harvard University
Lawrence College

Maryville College
Massachusetts Inst. of Technology
Mount Holyoke College
Northwestern University
Oberlin College
Princeton University
Radcliffe College
St. Louis City-County Junior College
St. Louis University
St. Mary's College, Notre Dame
Southern Illinois University
Stanford University
University of California, L.A.
University of Chicago
University of Denver
University of Illinois
University of Missouri
Vanderbilt University
Vassar College
Washington University
Webster College
Wellesley College
Yale University

About sixty-six per cent of the students participated in the College Day activities and as a result gained new insights and valuable information concerning college opportunities, enrollment procedures, and scholarship possibilities.

SPECIAL EVENTS and ACTIVITIES

Parents' Night was June 29, 1964. Invitations were sent to parents of all students enrolled. The parents assembled at 8:00 p.m. in the auditorium for a short program featuring an analysis of the Institute's program in general. Following the assembly, parents visited their son's or daughter's classroom to learn more about the nature of the particular course.

A literary magazine, *Soundings*, was published by student editors, Richard Nadler, Daniel Boothby, and John Garrett, under the supervision of Mr. John Knoepfle, teacher of English, and Mr. Donald Zelle, intern-teacher of English. Mark Twain students had the opportunity of submitting original writings in prose and poetry. The cover was by Lowry Pei, office assistant and a former Mark Twain student.

There was one social event involving the entire student body. This was a "Swimnic" (combination picnic and swimming party). Following a picnic in Shaw Park, the students went for a swim at either one of two pools — Shaw Park or Clayton High School. Entertainment prepared and presented by the students and staff was an interesting part of the activities.

THE INSTITUTE and TEACHER EDUCATION

The Mark Twain Summer Institute again served as a laboratory-demonstration center in secondary education for prospective and practicing teachers. Particularly well-qualified college graduates desiring to complete their professional preparation for teaching from Washington University and Saint Louis University were appointed intern-teachers to assist the master teachers in the instructional program. Among the interns appointed were graduates of Washington University, Saint Louis University, Coe College, Creighton University, Elmhurst College, Knox College, Oberlin College, Purdue University, University of Chicago, and University of Texas. There were nineteen intern-teachers selected for student teaching at Mark Twain.

Intern-teachers assisted the cooperating teachers of English (five interns), German (one intern), Biology (one intern), Chemistry (two interns), Physics (two interns), Political Philosophy (two interns), Urban Revolution (two interns), and Art Form (four interns).

The criteria applied to the selection of interns were superior academic achievement in the teaching field, superior intellectual ability as evidenced by scores on tests required for admission to graduate study, and personal qualities deemed appropriate for success in teaching as evidenced by interview and references. It was apparent to those who observed and supervised their performance that the interns made a significant contribution to the success of the 1964 session.

The majority of interns wished to complete state certification requirements for teaching and sought an apprenticeship experience which would be more challenging and rewarding than that ordinarily available. Several interns were experienced teachers interested in improving their work with honors classes in their own schools.

An evaluation of the experience of the interns indicated a high level of interest and the development of improved techniques and understandings in their fields of teaching. The college supervisors reported that an excellent working relationship existed between the intern-teachers and the cooperating Mark Twain staff. The experience presented to them a unique opportunity to improve their techniques of instruction.

The Graduate Institute of Education at Washington University and the Department of Education at Saint Louis University made it possible for their students enrolled in courses and seminars to have the opportunity to observe classes and study procedures followed at Mark Twain.

EVALUATION of the SESSION

Dr. William Moore, teacher of the Urban Revolution class, talking with several members of the class: Helen Lorene Thompson from Normandy High School, Mark Drazen from University City High School, Geoffrey Miller from Taylor School, and Donna Sturm from Lindbergh High School.

(Photo by Robert Lemen)

Inasmuch as the basic function of the Mark Twain Summer Institute is to provide additional educational opportunities for academically able secondary school students, the first aspect of evaluation should be to find out whether or not the Institute actually attracts and selects really able students.

The high level of ability of the students selected for the 1964 session and the five previous sessions is indicated by the fact that the median Otis equivalent IQ, as measured by the screening test, has been consistently quite high. The median IQ has ranged between 133 and 136 for the six sessions. This speaks very well for the quality of the students who apply and the reliability of application of the criteria for selection.

Another aspect of the evaluation is an analysis of curricular offerings in the context of whether or not they meet the needs of the academically able students by supplementing what the regular secondary schools are able to offer.

The first step in the determination of the courses to be offered is the appointment of a curriculum committee composed of members of the Board of Directors — professional educators and lay citizens. This committee met with the Director in the fall of 1963 and carefully evaluated the curriculum of the preceding summer and made suggestions for broad-

ening and changing the base of courses for the 1964 session.

In planning the 1964 program, an important decision was made to offer a new course entitled, "Urban Revolution — The City in Transition." The average high school student has little opportunity or time during his regular school year to study this area to any degree of depth. The course, as taught in the summer of 1964, enabled the students to study objectively the factors and forces that are interacting to produce a multiplicity of urban problems. The instructor, Dr. William Moore, gave particular attention to the study of how humans relate in a dynamic and changing society. Special emphasis was placed on two contemporary groups — the culturally disadvantaged and the middle class.

The content of the course was drawn primarily from contemporary problems, such as urban renewal, racial demonstrations, exodus to suburban areas, in-migration, and the employment crisis. Lectures, discussions, audio-visual aids, field trips, and guest speakers and consultants were used quite successfully during the course. The students found the course interesting and a source of new and significant insights to one of the major contemporary problems.

Recognition was given again to the increasing importance of Asia in the world today. At the present time relatively few of the foreign language and social studies departments of the secondary schools are able to offer courses related to this area. With this in mind, two of the courses offered for the first time in the 1962 session — a History of East Asia and a beginning course in the study of the Chinese language — were continued in the summer of 1964. Also, the Advanced Chinese course, first available in 1963, was offered again. Beginning Japanese was introduced for the first time in the 1964 session.

It should be noted that the Advanced Chinese and Beginning Japanese courses were made possible by a grant from the Carnegie Corporation to Washington University. One of the specified uses of the funds was for the Advanced Chinese and the Japanese courses at Mark Twain. Another aspect of the Carnegie grant was for the support of Saturday morning classes in Chinese and Japanese on the campus of Washington University during the regular school year. All Mark Twain students of Chinese and Japanese have the opportunity of enrolling in these classes and continuing to develop their proficiency in those languages.

A special feature of the Asian language program in the summer of 1964 was the cooperation of the Mark Twain Institute with the Kansas-Colorado-Washington University summer program held on the campus of the University of Colorado at Boulder.

Nine students who had completed at least one session at Mark Twain and one winter course at Washington University were selected for attendance. Four of these students received National Defense Education Act fellowships covering tuition, travel and living expenses. Five students, who were not high school seniors, were given fellowships by Washington University under its Carnegie Secondary School Asian Language Program. All of these students entered college level classes and took intensive courses for ten weeks. The Mark Twain students were among the best performers in all their class levels according to the report of the staff at Colorado.

In the winter of 1964-65, twenty-eight students who have attended Asian language courses at Mark Twain elected to continue the language study on Saturday mornings throughout the year. This program offers two levels of Chinese and one level of Japanese. Several of these students have also elected to work in the Saturday afternoon Chinese Painting Class, which is part of the general program associated with the language project.

Very few secondary schools are able to offer opportunities for students to study astronomy. In 1962 a course in astronomy was offered by Mark Twain at Clayton High School. In the summer of 1963 the McDonnell Planetarium was completed and class sessions in 1963 and 1964 were held there. There was excellent cooperation between the personnel of the two institutions — the Planetarium and the Mark Twain Summer Institute — in the planning and administering of the course. The course was taught by a member of the Planetarium's staff, and the students received an excellent introduction to descriptive astronomy, including a survey of man's present knowledge of the universe and a study of the tools and techniques by which he has gained this knowledge. It should be pointed out that the McDonnell Planetarium made available its facilities and resources to the Mark Twain Summer Institute.

Courses in English, foreign languages, mathematics, science, art, and social studies were available and made possible a balanced program of instruction. These courses have been offered over a period of years and are not described in detail here.

A study was made of the Rapid Reading program. Ninety-seven students participated in the afternoon reading classes on a voluntary basis. The students were divided into three classes on the basis of their scores on the reading test.

The median reading achievement score of the 97 students participating in the Rapid Reading program

was 267 words per minute before starting the program. After six weeks of instruction (approximately 12 hours) their median reading achievement score had increased to 515 words per minute — an increase of 93%. The conclusion is evident that able students with good reading ability still have a potential for improvement that can be developed.

An analysis of the grading system and of the tabulation of grades is a part of the evaluation. The grading system used for the Mark Twain classes was a scale which included Honors, Superior, Satisfactory, and Unsatisfactory. A rating of Honors was given to 23% of the students, Superior to 43%, Satisfactory to 33%, and Unsatisfactory to 1%.

STUDENT REACTION

An important evaluative technique that has been used for every session of the Mark Twain Summer Institute is an unsigned student questionnaire which provides for coverage of the student reaction to almost all aspects of the session. The results of the 1964 questionnaire were virtually identical with those obtained in the previous five years. The following generalizations cover the tabulation of the major points in the 1964 questionnaire:

Course Content. Approximately 88% thought that the subject matter studied was more interesting than that in most courses in high school, and for 91% it was three-fourths to completely new material. Only 1% thought that it was less interesting than the usual high school course.

The Teacher. The careful selection of the staff was made evident by the fact that approximately 91% of the students rated their teacher as equal to, or better than, the best of their high school teachers.

In another section of the questionnaire the students were asked to comment subjectively concerning the teacher and his teaching. The following student comments are typical: Especially good was his humor and his wide general knowledge . . . She actually taught us to think . . . Treated us as though

we were adults . . . A very demanding teacher — expects best efforts, nothing less . . . He made learning enjoyable . . . He made us think logically — made the course interesting . . . He was the best teacher I ever had . . . always understanding, helpful and honest . . . His explanation of new material was extremely concise and understandable . . . He made you really want to learn . . . Fantastic ability to get ideas across . . . always interesting and interested . . . He opened up a whole new wealth of ideas and interests . . . I was impressed by his ability to give a student self-confidence . . . Her enthusiasm in wanting to teach us sparked many students to work harder and still enjoy it.

Personal Views. A very significant part of the student questionnaire was the question of what the student learned about himself during the summer session.

Appearing in many of the questionnaires were statements and comments similar to the following: "The most rewarding experience at MTSI was meeting the kind of people I did — such diverse personalities and backgrounds were so new to me"; "I have become much more interested in my subject and am considering political science for my minor in college"; "My six weeks at MTSI was a most humbling experience . . . I found myself no longer at the top of my class, and I was rather shocked by the fantastic store of knowledge displayed by some of my fellow classmates"; "I have found a real challenge in these six weeks, a challenge I have never really experienced before in my life, and I like it"; "MTSI has been invaluable to me in understanding my own potential"; "My interests have been extended to new fields"; "I have learned the value of hard work"; "At Mark Twain I've met many people whom I admire, and generally their most admirable quality has been their individuality, so I've decided that in the future I'm going to try to make myself more of a distinct person and less one of the crowd"; "I have learned that I am not the only intelligent person on earth, and I am about 97% less self-centered"; "After six weeks at MTSI, I have learned the values of a liberal education."

SUMMARY

It is evident that this report emphasizes the students and their achievements, which is as it should be, as they are the reason for the existence of the Institute.

It should be noted, however, that the goal of an excellent educational program cannot be automatically achieved by merely bringing teachers and students together. The teacher is a vital element in this relationship. The teacher must bring to this situation not only knowledge of the subject and well-developed teaching techniques, but also a willingness to become almost totally involved in the dynamic learning environment that he nurtures. Teaching at the Mark Twain makes very heavy demands on the teacher. It is to the great credit of the Institute's teachers that they more than meet the challenge and demands of the educational environment which they foster. They do this as individuals in their classrooms and as members of a larger entity — the entire staff.

In the operation of the Mark Twain, the work of many other individuals is not always apparent. A very substantial measure of credit for the successful operation of the Institute is due Mrs. Nora Ogle, the Executive Secretary, for her efficiency in planning and carrying out the administrative operation of the Institute.

The members of the Board of Directors merit recognition for their successful efforts in guiding and directing the Institute in general and in the formulation of policy in particular. The Board has never been a "figurehead" type of organization. On the contrary, it has been a "working" Board in the best sense of the word.

The basic purpose of this annual report is to review and evaluate the 1964 session of the Institute. It is my opinion that this evaluation shows a continuing need for a summer program of this type to supplement what the regular secondary schools are able to do in creating additional educational opportunities for academically able students.

Robert F. Lemen
Director
Mark Twain Summer Institute
November 1964

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FINANCIAL STATEMENT for the year ended August 31, 1964

FUND BALANCE September 1, 1963			
General Fund	$ 885.39		
Martha H. Mayer Scholarship Fund	100.00		
Carnegie Asian Language Project	445.01		
		$ 1,430.40	
RECEIPTS			
Tuition	$22,498.00		
Application Fees	1,276.00		
Rapid Reading Fees	290.00		
Sale of Books	636.49		
Scholarship Fund	2,048.00		
Interest	258.27		
Carnegie Foundation	5,314.00		
Greater St. Louis Arts Council	15,675.00		
Miscellaneous	106.59		
		48,102.35	
			$49,532.75
DISBURSEMENTS			
General Control:			
Printing	$ 184.00*		
Stationery, Supplies, and Postage	1,114.60		

Telephone	95.45		
Auditing	100.00		
Testing	293.19		
Insurance	67.39		
Field Service	125.00		
Miscellaneous	426.33		
Salaries:			
Office	7,836.40		
Teachers and Librarian	25,450.00		
Academic:			
Intern-Teacher Fellowships	2,370.00		
Visiting Scholars	400.00		
Resource materials, Textbooks, and Instructional supplies	2,413.26		
Office equipment	64.20		
Payroll taxes	1,205.61		
Student aid (other than Scholarships of $5,322.00)	110.30		
Refund on 1963 Carnegie Asian Language Project	400.00		
			42,655.73
FUND BALANCE			
August 31, 1964			
General Fund		$ 5,359.21	
Carnegie Asian Language Project		1,517.81	
			$ 6,877.02

* Not reflected in this financial report are:

1. The printing of the 1964 Catalogue and the 1963 Annual Report. The firms which donated this printing are: Ross-Curran Company, York Typographers, Inc., Webster Division McGraw-Hill Book Company, Typographic Sales, Inc. and Von Hoffmann Press Inc.
2. The engraved certificates issued to students at the completion of the session. These were donated by the Geo. D. Barnard Company and Mr. and Mrs. Clifford Greve in honor of Mary Greve, Mark Twain Honor student in 1959.

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